

DD/S 72-2335

MEMORANDUM FOR: Director of Training

SUBJECT : Training and Personnel Development

REFERENCE : Memo dtd 5 June 72 to DD/S fm ExDir-Compt,  
same subject (DD/S 72-2254)

Hugh:

Although the Executive Director-Comptroller has been very generous with his comments about training, he very clearly makes the point in referent memorandum that we are going to have to train more employees in the core courses. I had a similar reaction to your memorandum of 17 April 1972 (DD/S 72-1579; DTR-7403).

I believe the Agency will benefit most from a training effort that includes all, or nearly all, employees. Our training goals probably should not restrict Office of Training core courses to employees with executive or managerial talents. To do so would be to overlook the great value of teaching less qualified employees how better to do their jobs. A restrictive program would also affect the morale of those not selected to participate. In other words, I believe it would be a serious mistake to restrict a program involving the core course concept to "comers."

We should have much broader training available to practically all employees at appropriate stages of career development that makes use of modified versions of existing core courses. In contrast to what Agency regulations said about the Midcareer Development Program being for the elite, the thrust of future regulations and practices should be toward the majority of our employees. Executive development training should not be highly publicized and set forth in directives but should be accomplished quietly and without fanfare.

I visualize training for potential executives in more extensive versions of the core courses, beginning at the midcareer level, and including other specialized instruction. For example, the future Midcareer Course probably would be conducted periodically in the auditorium because of the number of eligible employees. Those few employees identified for executive development would take that course, but also would continue with additional instruction in a similar group much like the present Midcareer Course. This additional or extended training would enable them to benefit

MORI/CDF Pages 1 &amp; 2

SUBJECT: Training and Personnel Development

from leadership instruction, to gain more experience in interpersonal relations, to learn the discipline of giving individual presentations, and to gain exposure to other managerial concepts.

Mr. Colby's ideas represent a challenge and I ask that you and your staff study his paper and my comments and, together with the Director of Personnel, discuss them with me at an early date. I am anxious to respond quickly to the Executive Director and to set clearly our training goals and related executive development tasks.

John W. Coffey

Att: Ref memo

cc: Director of Personnel

STAT

Note for the Record: This memorandum was not forwarded, however, an "unofficial" copy was given to  OTR. (Per LDP, 6/27/72)

Approved For Release 2006/10/12 : CIA-RDP84-00780R005000070015-6

STAT

**Page Denied**

Next 5 Page(s) In Document Denied

Approved For Release 2006/10/12 : CIA-RDP84-00780R005000070015-6

**CONFIDENTIAL**

Executive Registry

72-2503/2

72-2254

5 June 1972

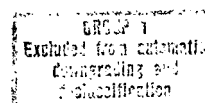
MEMORANDUM FOR: Deputy Director for Support

ATTENTION : Director of Training  
Director of Personnel

SUBJECT : Training and Personnel Development

1. While the discussion of training at the Director's Annual Conference did not arrive at specific decisions, the groundwork was laid and general approval given for the prosecution of the concepts outlined in your "Profile of Courses" memo distributed to the Deputies. Thus I believe that we have a green light to go ahead to the further refinement of the concepts you outlined therein and which you developed in greater detail in the supporting papers provided to me. I would like to proceed along these lines.

2. We face substantial dilemmas in this process. You outline the importance of such courses as the Midcareer Course but then point out that this course only accommodated 138 officers in FY 1971, at a time when about 295 officers were promoted to GS-14. It is obvious from this that this course, however good, only affects part of our work force and thus does not make the kind of contribution to Agency personnel development that we should hope to achieve. I therefore think our first problem is to review the profile against a realistic estimate of what it can do for the Agency's total personnel complement. You are already endeavoring to focus greater attention on the core courses. Included in this, I believe we must review the possibility of expanding the numbers taking the core courses by reducing some of the other courses in their favor. This requires a general acceptance of the fact that the core courses are actually desirable enough to compensate for the reduction of the other courses. I would appreciate some analysis of this problem viewed from the standpoint of personnel and professional development of the work force of the Agency, rather than of the excellence of the individual courses.

**CONFIDENTIAL**

~~CONFIDENTIAL~~

- 2 -

3. With respect to sanctions, I agree with your point that these not be imposed on individual employees. Statistically, it is clear that this would not only be unfair but unfeasible. At the same time, I would like to see a way in which our reporting mechanism could indicate the degree to which the various offices and directorates are actually utilizing training in terms of personnel development, as it could be that the "sanction" or corrective action could be addressed more to the office than to the individual employee. If steps along this line are to be taken, however, we must be clear that any shortfalls are clearly not ascribable to our training program or establishment. In this respect, for example, I would hope we could come to a situation where we can firmly schedule at least our core courses a year in advance to permit prior planning for participation rather than last-minute quota-filling. We also perhaps need to establish the necessary detailed procedures by which attendance at courses can be considered and scheduled in the context of tour changes, home leaves, etc., requiring the closest liaison between Training, Personnel, and command channels.

4. Assuring that the content of the courses is a real contribution to personnel development is a function of the Board of Visitors being established separately, but the Office of Training is certainly to be commended on its efforts to develop a kind of audit to demonstrate the value of training to individual careers. Similarly, I would hope that the Office of Personnel could develop a clear indication in personnel records of the degree to which an individual's participation in certain training courses strengthened him and improved his qualifications for additional assignments, increased responsibilities, etc. If training is to become this valuable, procedures should be developed by which it can be made the subject of special attention by panels selecting individuals for assignment, promotion, etc.

5. While I agree with your basic point that it is not the Office of Training's function or authority to select which individuals should receive training within a parent directorate, I suspect there are steps we can impose to ensure the selection is a serious procedure. For instance, I would think that the recommendations for participation in certain core courses could require identification of the reasons for

~~CONFIDENTIAL~~

CONFIDENTIAL

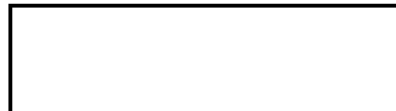
- 3 -

the assignment of the individual, i.e., to prepare for the increased responsibilities he is certainly going to get, to improve his performance in his current level, to prepare him for new responsibilities not yet within his experience, etc. Similarly, I would hope that the PMMP exercise could include some of the basic elements upon which planning for and auditing of training could be developed, i.e., forecasting the number of personnel to take various courses -- core and otherwise -- at the various grade levels, showing the proportion of waivers of language position requirements, etc.

6. With respect to management training (your separate memo dated 5 May), I certainly agree with your dual approach of including management training within core courses but also providing additional short courses for additional ("skill") needs. With respect to the other points made in your memorandum, I fully concur in the basic thrust you are developing and only would like to see it integrated into the overall training and personnel development concept discussed above.

7. In closing, let me reiterate my great admiration for the effectiveness of our training establishment. I certainly hope my views are not considered critical, as they are only aimed at ensuring that this excellence is targeted at the development of our personnel generally and not merely for the benefit of those who happen to attend the courses. I certainly concur in the basic approach of keeping training as one of support to the directorates by satisfying their demands and being responsive to their needs rather than through any artificial command process requiring quotas, sanctions, etc. At the same time, I think we can generate pressures for betterment by a systematic collection of the facts, showing the way in which we use the training asset, its contribution to the improvement of our activities and personnel generally, and the degree to which different offices show variances from what might be expected of them.

8. Let us proceed with further development of this subject in the context of the Board of Visitors' review of training and of the PMMP review of our total personnel situation. Out of these, and the work leading up to them, I would hope we will continually perfect Training's contribution to our operational performance.



W. E. Colby

Executive Director-Comptroller

cc: DTR  
D/Pers

CONFIDENTIAL

25X1

**Page Denied**

**CONFIDENTIAL**

Executive Registry  
72-25031

DD/S 72-1804

5 MAY 1972

MEMORANDUM FOR: Executive Director-Comptroller

SUBJECT : Training and Executive Development

REFERENCE : Memo for ExDir-Compt frm DTR dtd 17 Apr 72  
subj: Training and Career Development

Bill:

I apologize for the delay in forwarding the attached DTR paper. We have spent a great deal of time on the question of executive development ourselves and with Hugh Cunningham and Harry Fisher. We realize that we have only started the real work on this matter despite the amount of time between now and when you initially raised the subject.

As we have discussed with him we do not believe Hugh's paper concentrates sufficiently on the prime subject of executive development. Much more I believe needs to be done on substance and criteria and on sanctions as related to executive development. Although Hugh's paper contains much which would be useful in your preparation for the [ ] conference I question whether it should be reproduced and circulated in its present form for reasons inferred above. I believe that we need more time working with Hugh and Harry Fisher before really valid and integrated proposals can be made to you and the Deputies.

25X1

As to sanctions, we have a specific set of problems as you are aware. We really have not provided means to enforce the "rules" and we have invariably provided waiver possibilities which OTR has had to live with in the face of senior command line decisions to exercise them.

**CONFIDENTIAL**

Excluded from automatic  
downgrading and  
declassification



~~CONFIDENTIAL~~

Executive Registry

Perhaps we might consider putting teeth into the "rules" concerning attendance of new professionals at the Intelligence and World Affairs Course which is required by [redacted] We could at your direction instruct the Director of Personnel not to approve any in-grade raises or promotions for such new employees until IWA has been completed. The only waiver possibility would be with your approval based on full written justification. I suggest that the subject of sanctions, more broadly, be discussed fully at the Deputies Meeting after all have had more time to consider the matter and perhaps after experience with the suggested IWA sanctions. Of course, Deputies can establish their own control procedures internally to insist on compliance with course criteria pending establishment of any overall Agency system.

25X1

25X1



John W. Conley  
Deputy Director  
for Support

Att

~~CONFIDENTIAL~~

OTR-7403

REF 72-1579

Executive Registry  
22-2503

MEMORANDUM FOR: Executive Director-Comptroller

THROUGH

: *[Signature]* Deputy Director for Support 5 MAY 1972

SUBJECT

: Training and Career Development

1. Introduction

This paper explores the relationship — past, present, and projected — between training provided to Agency employees and its contribution both to organizational effectiveness and the overall development of professional officers.

By no means definitive and concentrating at this time almost exclusively on those areas in which the Office of Training has been involved directly, this review underscores the need for greater correlation between training functions and actual operating responsibilities at all levels of the organization. But it also indicates that there has, in fact, been a movement toward increasingly precise use of training by operating components to meet immediate job demands as well as to foster longer-term employee development.

2. Agency Training - A Changing Focus

Conceived as a service-or support-oriented function within the Agency, training for the most part has responded to needs expressed by operating components.

Through perhaps its first decade and a half, the Agency was expanding, its employee force was relatively young. Supervisory and managerial personnel, as well as many officers performing specialized functions, relied on pre-Agency experience and training in carrying out their

CONFIDENTIAL

CONFIDENTIAL

responsibilities. Consequently, principal training attention was given to newly arriving employees, introducing them to the world of intelligence and preparing them for their initial assignments as operations officers, analysts, support officers, etc.

Such training as was given to experienced officers was geared to particular job demands and, for the most part, did not pretend to prepare them for broader range responsibilities or even to provide an expanded perspective within which they performed their specified tasks. Although a management training capability was developed in the mid-1950s, as described in our paper on this subject prepared for you earlier, enrollment in such training was neither extensive nor on a systematic basis.

A marked break in this pattern occurred in 1963. Recognizing that junior officers of the 1950s were by then midcareerists and the likely source of a later generation of senior officers, the Office of Training introduced the Midcareer Executive Development Program.

This program was twofold. It consisted, first, of a six-week course designed to "open up" carefully chosen officers in all Directorates to the totality of Agency missions and functions; to develop their understanding of the role of intelligence in national security and foreign relations; and to provide them with an appreciation for the policy-making mechanisms of the government.

The second, longer range phase of the program required that a five-year career development plan be established for each participating officer, devised jointly by him and his career service. Such plans failed to be implemented in too many instances, however, and this phase subsequently was eliminated. Experience with this facet of the midcareer program would appear to have important implications for efforts to relate training to career development through use of sanctions and will be treated later in this paper.

Despite abandonment of the "executive development" aspect of midcareer training, the Midcareer Course nevertheless remains an effective vehicle for achieving its initially stated goals. More than 1,000 officers throughout the Agency have taken this course since its

CONFIDENTIAL 2

CONFIDENTIAL

inception in 1963; moreover, it was the first of several courses developed in response to changing needs, conditions, and personnel patterns within the Agency.

Courses which have since been introduced include the Managerial Grid (1964), taken by more than 2,000 Agency officers; Chiefs of Station Seminar (1964); Advanced Management (Planning) (1967), designed to familiarize officers with the planning, programming and budgeting process; Advanced Intelligence Seminar (1969); and Advanced Operations Course (1970). The Senior Seminar, introduced in the fall of 1971, constitutes a still further milestone by recognizing that midcareerists of the 1960s are emerging as supergrade officers for this decade.

### 3. Establishing Training Patterns

There are now more than 60 different courses, not including foreign language training courses, conducted or administered by the Office of Training for the benefit of professional employees of the Agency. In contrast to the former emphasis on training incoming junior officers, these courses are designed to meet the needs of a wide spectrum of professional personnel, depending on component affiliation and functional duties, experience and grade level, and need for broadened outlook.

Given the number of courses and the multiplicity of purposes they serve, there is genuine need by managers and supervisors — as well as individual officers — for guidance about training appropriate to their purposes.

The Office of Training, consequently, has developed a "Profile of Courses" (see attachment) to provide such guidance. Essentially, it consists of a central core or ladder of six courses which, in our opinion, should be an integral part of the successful officer's total career development. These courses, four of a general nature and two in the managerial field, are intended to broaden the individual officer's scope while complementing and enhancing his training and experience in specialized areas. Cognizant of your own thinking, we are presently examining ways of incorporating management or leadership training, ADP orientation, and information sciences and technology into the core courses as well as into selected other courses.

SECRET

It should be emphasized here that each career service, or certainly each Directorate, ought to have a training profile for its own officers which would mesh with OTR offerings so that the end result would be an integrated training outline serving the needs of an immediate office as well as broader Agency needs in terms of employee development.

As a step toward this end, OTR has now categorized its curriculum in the forthcoming catalog so that officials in the respective components and career services will be able to select appropriate courses or training packages more quickly as well as more systematically than has been possible heretofore.

Next, we hope to designate, in consultation with appropriate officials throughout the Agency, training packages or patterns which would be regarded as standard, though not inflexibly so, for "line" officers in selected career services. Included in such packages would be the entire range of training opportunities available from OTR, other components, and externally.

#### 4. Criteria for Admission to Core Courses

Concurrent with the development of the Profile and categorization of courses, we also are issuing revised descriptions of all OTR courses in the forthcoming training catalog. The most salient new feature of these course descriptions is an enumeration of criteria by which officers should be selected for enrollment.

In the case of core courses, the criteria relate primarily to age and grade considerations, to coincide generally with an officer's progress and advancement in the Agency. Such criteria also indicate that selection for these courses, after the initial five years of employment, should be weighed carefully, taking into account an officer's performance record and potential for further professional growth.

Except for the Advanced Intelligence Seminar, whose nominees are screened to assure an across-the-board "mix" among Agency components, the Office of Training has not presumed to control the selection of students for its courses. Nor, except in an occasional case of clearly inappropriate enrollment, have we denied a training opportunity to an officer whose component insisted on it.

SECRET

There have been, and are, instances in which we have stipulated certain training or experience as prerequisite to a given course. Our experience with this practice has not been satisfactory, however. Operating components, especially the Clandestine Service for whom a large part of OTR training is conducted, frequently experience problems in providing sufficient lead time for training an officer for a projected assignment. Consequently, requests to waive prerequisites are common and, rather than stand by while an officer proceeds to an assignment without any appropriate training whatever, OTR has been liberal in waiving the few prerequisites which have been established.

Training initiatives and criteria are uneven throughout the Agency, varying from Directorate to Directorate and from branch to branch. In some cases, the individual officer acts as his own personnel and training officer by seeking enrollment; in others, a conscious management decision is made by supervisors; and in still others, an officer is sent to training until a more definitive use of his time and services is determined. We are neither empowered, nor sufficiently cognizant of circumstances in every case, to pass judgment on the suitability of a component's training selection practices. The combination of decentralized personnel management and training's status as a support activity are, of course, major factors in lack of planning for training and uniform observance of selection criteria. This diversity is not without its strong points, however, given the varied occupational endeavors in any one career service and the opportunity for individual officers to demonstrate both initiative and motivation toward training as in other matters.

##### 5. Training Sanctions

In general, we believe that imposition of training sanctions, insofar as officer promotion is concerned, is an unwise and impracticable course of action. A number of serious complications and inequities would obtain, for example, if there were an Agency-wide stipulation that officers lacking the Midcareer Course could not be promoted to GS-14.

First, as presently constituted, the Midcareer Course could not handle the large numbers of students such a requirement would inevitably generate. Currently, there are approximately 1900 Agency

CONFIDENTIAL

officers in the GS-13 category and a comparable number at the GS-12 level. These officers constitute the principal population from which Midcareer Course students are drawn. Against this population, the course was able to accommodate 138 officers in FY 1971. During the same period, more than twice this many officers, approximately 295, were promoted to GS-14. If promotions projected for the future even approximate this experience, imposition of this sanction would necessitate drastic alteration in the entire character of the Midcareer Course — content, size and duration — and quite probably require the allocation of additional instructional and financial resources as well.

Second, if the Midcareer Course is used exclusively as a vehicle for executive development, functional or substantive specialists not slated for supervisory or managerial responsibilities almost certainly would be precluded from enrolling. For many officers in this category, the course has been an opportunity for becoming updated and professionally renewed. Though an intangible benefit, we believe the Agency has gained much by enrolling this type of officer in the Midcareer Course and, in our opinion, the practice should be continued.

Third, there are significant numbers of Agency officers whose availability for training, in the Midcareer Course or otherwise, is circumscribed by frequent or indefinite assignment away from Headquarters. While improved managerial planning and practice could diminish this inequity, the fact remains that officers whose assignments involve relatively longer periods at Headquarters generally enjoy greater opportunity for formal training.

25X1

Although no sanction is involved, the existing requirement (HR ☐) that new professional employees take what is now called the Intelligence and World Affairs Course has met with poor compliance. In FY 1971, only about half the new professional employees satisfied the requirement; in earlier years, the rate was poorer still, due less to the individual than to his component which deemed the course unnecessary or the employee's services indispensable. In circumstances such as these, and they apply to other courses as well, the question arises as to whether the individual ought properly to bear the penalty of sanctions.

Moreover, the existence of sanctions, we think, would create a high degree of expectation among officers who successfully complete

CONFIDENTIAL 6

training required for promotion. Many officers who had been selected for participation in the Midcareer Executive Development Program were severely disappointed when the five-year plans established for their professional development were not implemented. Many returned to the same positions from which they had been selected or otherwise failed to achieve any recognizable career "development". As mentioned earlier, this critical phase of the midcareer program had to be abandoned.

The Agency's experience with foreign language sanctions is probably the most well-known case of a good idea gone awry. Waivers to foreign language position requirements overseas have been used with such variance as to make them meaningless. Officers failing to meet, say, a foreign language competence level of 3 as demanded by a given position have been assigned to the job, nevertheless, on the grounds that having some competence they would eventually achieve the level designated.

Sanctions are effective in selected circumstances, however, as in the enrollment of CS officers in the Chiefs of Station Seminar prior to their assuming such position overseas and in the cases of Agency officers headed for high risk areas abroad taking the Risk of Capture Course beforehand.

The acid test of sanctions almost certainly is the demonstrated value of training, in a very pragmatic way, to a particular function or undertaking. Consequently, we are increasingly concerned about feedback mechanisms through which the applicability and validity of training may be ascertained. We have begun a modest effort in developing and using such mechanisms, but the program is still very much in the embryonic stage. We intend to pursue this matter further. Once validity is clearly established for a particular course or training program, the question of training sanctions in relation to particular assignments can be entertained more seriously than we think is now possible.

Although the validity of many of our key courses has yet to be established definitively, there is no question that several of them have fostered considerable competition for enrollment. The Basic Operations Course has been, and continues to be, regarded within the Clandestine Service as absolutely essential training for the junior operations officer. Enrollment regularly is oversubscribed.



The selection process throughout the Agency for the Midcareer Course is still such that with minor exceptions components choose the most highly qualified officers available. Competition for enrollment in the Advanced Intelligence Seminar is similarly intense, forcing components to make qualitative judgments about the suitability of their candidates. We anticipate that as they become better known, the Advanced Operations Course and the Senior Seminar will join those courses whose reputations prompt a heavy flow of candidacies and thus provoke a kind of winnowing process without the formal discipline imposed by sanctions.

#### 6. Alternate Approaches

Once the Agency agrees on a profile of courses and we are able to compose training prototypes for representative officers within the various Directorates, we believe there will not be serious need for training sanctions. Agency management would have typical profiles against which to judge whether at a given level an officer had been properly trained. Moreover, we believe that distinct allowance must be made for an officer's development through experience in ways which formal training cannot hope to provide.

It may be possible, and we are pursuing this proposition, to prove by an audit of personnel and training records that officers who are well-trained move ahead more quickly than ones who are not. While such advancement might be due equally to other factors, such as an officer's own abilities and ambitions, realization among his colleagues that he is well-trained will nevertheless arouse more constructive interest in training than is likely to be achieved by sanctions. A case in point is the decision by the Agency, in 1956, to end the Junior Officer Training Program's exclusive reliance on external applicants as a source of manpower. This decision resulted not only from the Program's reputation of recruiting highly qualified people, but also from the belief widely held in the Agency that training provided JOTs (and later Career Trainees) enhanced their career prospects.

#### 7. Component Training Officers

A key improvement, in our estimation, would be the integration of training with personnel management within the several career services and operating components. Basically, aside from the obvious need to

~~CONFIDENTIAL~~

make senior managers more training conscious, this should consist of an upgrading of the role and qualifications of component training officers and their inclusion as members of career service boards. This is already much the case in the DDI.

There are few full-time training officers in Agency components, but where they exist, as in the Office of Communications, Technical Services Division, Office of Logistics, and National Photographic Interpretation Center, among others, they perform an invaluable service and carry considerable weight in terms of personnel management. 25X1

At present, there are approximately ☐ component training officers plus five Senior Training Officers. These individuals range in grade from GS-08 to GS-16, hold varying types of jobs, with wide arcs of responsibility, with extremely different "charters" from the office director or division chief as the case may be.

Not only are most of them part-time training officers, but they tend to be administrative or support personnel with neither substantive experience in the components in which they are serving nor with firsthand knowledge of training functions and curriculum. The Office of Training briefs newly-appointed training officers and conducts annual orientation programs for all of them, but such procedures really are not sufficient to overcome the built-in inadequacies of the system cited above. Consequently, we believe a very basic change of managerial philosophy and practice is essential in this area if training is to become a significant tool of personnel management and development.

A less sweeping, but nevertheless important step would be increased emphasis on the training section of the Field Reassignment Questionnaire. Additional stimulus is needed for supervisors and affected officers to give considered thought to training requirements and opportunities when planning reassignments. This would necessitate the availability of some version of the training catalog overseas, presumably in an abbreviated and sterilized edition. The need for this was emphasized time and again to the DTR in his recent visit to 11 stations in the Far East.

~~CONFIDENTIAL~~ 9

CONFIDENTIAL

8. Conclusion

In view of the circumstances described in this paper, we believe there are a number of steps which already have been taken to promote a cogent integration of training with career development. Primarily, these consist of a system of core or ladder courses intended to complement and enhance training which a professional officer receives in specialized fields. It includes also a more precise statement of selection criteria and a categorization of OTR courses which ought to make easier the selection of appropriate training for a given officer.

Other steps which are contemplated or recommended are the development of prototype training packages for "line" officers in the various Directorates; an audit of personnel and training records to determine if well-trained officers do in fact advance more quickly in the Agency; efforts to establish validity of training programs by use of improved feedback mechanisms; strengthening the role of the component training officer; and giving increased attention to training considerations as part of career service board deliberations and completion of the Field Reassignment Questionnaire.

25X1

We believe that with constructive progress in these areas there would be little need for training sanctions.



HUGH T. CUNNINGHAM

Director of Training

Att: Profile of Courses

CONFIDENTIAL

**Page Denied**

DIR-7484

12-1828

5 MAY 1972

MEMORANDUM FOR: Executive Director-Comptroller

SUBJECT : Management Training and Leadership Development

REFERENCES : (a) Memo dtd 17 Apr 72 to ExDir-Compt from DTR, subject: "Training and Career Development"  
(b) Memo dtd 14 Jan 72 to DTR from ExDir-Compt Designee, subject: "Management Training"  
(c) Memo dtd 3 Jan 72 to ExDir-Compt Designee from DTR, subject: "Management Training"

1. We have provided in Reference (a) our views concerning the relationship between training in general and career development in the Agency. This supplement to that paper focuses more specifically on the management training we believe ought to be incorporated into the core program of training courses at the initial, middle, and senior levels of executive development.

2. The remarks that follow are geared to the observations you made in Reference (b).

a. Comment: "We have indeed exposed a lot of our officers to management training, as indicated by Attachment B. However, I am somewhat concerned at the disproportionate use these courses have had among the various directorates. As we discussed, could we better integrate our management training into a standard track of courses so that it becomes an element of institutional development of managers rather than a separate course that attracts and trains people more or less independently of their responsibilities and careers? In other words, don't we need fewer courses rather than more, focused more clearly at a particular level of career development?"

00000001

Response: It is quite true that Directorates have made disproportionate use of management training courses. There are many reasons for this, including cover problems (in the case of external programs) and the relatively greater attention given to intelligence skills training than to management training, especially by the Clandestine Service. But we can, and fully intend to, integrate management training into the standard or core program of courses, i. e., Intelligence and World Affairs, Midcareer, and Senior Seminar. The Advanced Intelligence Seminar may not lend itself to this approach because of its focus on matters of an essentially external nature and its brevity (three weeks).

As indicated in Reference (a), however, only limited numbers of officers can be accommodated in core courses, particularly at the midcareer and senior levels, in view of their present nature and the resources available to conduct them. Essential management training can be provided to larger numbers of officers, should the Agency require it, by our developing a package which can be offered as part of the core course as well as independently. We regard this as the only practicable way of providing requisite management training without undermining the established quality of the core courses which include other subject-matter pertinent to professional development.

A dual approach such as this is likely to be even more viable in the event sanctions were imposed against an officer's assuming specified managerial duties without having had appropriate management training. In many instances, enrollment in a one to two-week course would be more feasible than in a six-week (Midcareer) or nine-week (Senior Seminar) program.

b. Comment: "We need some conscious exposure to leadership principles and techniques, as well as to management control mechanics (including but by no means limited to ADP), and the very good work you have developed on management planning."

Response: We anticipate providing systematic exposure to these elements throughout the core ladder system. Beginning at the junior or entering level in July 1972, we plan to introduce into the Intelligence and World Affairs Course a program which will

SECRET

delineate the individual skills and techniques needed in intelligence careers; introduce the class to the computer, its use, and the responsibility of the individual officer to the records system in the Agency as well as describe the techniques for organizing and handling one's own work flow. This coverage will be in addition to that concerning intelligence organization and processes in a broad sense. The introduction of leadership principles and techniques at this stage would be premature, we think, because of a general absence of supervisory responsibilities in this group and lack of opportunity to demonstrate leadership potential within an Agency context.

Also at the junior level, Career Trainees and new officers in the Clandestine Service receive training in how to support and use the CS records system. CTs and selected junior officers in the Intelligence Production Course are given in-depth training on the processing and management of intelligence information, and are introduced to analytic techniques (Delphi and Bayesian) pertinent to functions in the Directorate for Intelligence.

Still at this level, we are recommending the Managerial Grid for officers with some on-the-job experience, but less than five years in the Agency. This course, as you know, is concerned with the identification of leadership and managerial styles and the essentials of effective teamwork; it also provides opportunity for the employee to evaluate himself in this context and to develop his own leadership potential.

At the midcareer level, we intend to phase out the Managerial Grid as part of the Midcareer Course and to substitute at least a one-week program specifically geared to managerial techniques. While this will take time to develop and perfect, we expect to treat planning and problem-solving; elements of management science—systems analysis, operations research, information systems, and computer applications; Agency problems and approaches to solutions. Developing experience with the Information Science Center and its training potential also will be drawn upon in this connection. Our present course in "Fundamentals of Supervision and Management" will be modified to conform to the above program and, in effect, will become a dual purpose management training package to be given as part of the Midcareer Course or independently. The present

CONFIDENTIAL

emphasis of this course is on getting the job done through others— leadership principles, motivation, communication, and group dynamics. Our intention is to preserve several aspects of this program for incorporation into the dual purpose package.

In addition to this training, we also offer to officers at this level, although not as part of the core program, specialized workshops on Performance Appraisal and on Planning and Control of Work.

At the senior level, we expect to take a twofold approach. The first, as part of the core Senior Seminar, would include a major segment addressing principles of decision-making and policy-making; advanced applications of management science; up-dated principles of leadership and the implications of research into organizational behavior; and specific Agency problems. The first running of this seminar in the Fall of 1971 included a brief segment of management training which was refined and expanded in the second or present running to a full week's treatment of "The Senior Officer as Manager." Further experimentation and refinement will be needed to achieve our aspirations in this phase of the Seminar.

Additionally, it would seem appropriate to provide our most senior officers with a refresher on management concepts and to follow this with a conference conducted by you, or whomever you might designate, geared to the specifics you wish to see emphasized in subsequent managerial behavior. The refresher probably should be designed and conducted by a prominent consultant so as to endow the subject-matter with the necessary ingredient of objective authority. This effort could profitably include a tailored reading program, a series of guest speakers, and problem-solving seminars of a strictly internal nature.

c. Comment: "At the bottom of page 5, a fact: Since we have sent all of about twenty people to the DIA Center, I hardly think this satisfies our requirements of training in information science. We obviously have a problem of increasing our comprehension of this "language" among our personnel. I would be interested in your views on how this might be done."

CONFIDENTIAL



Response: We plan, as indicated above, to include elements of this subject-matter in both the Midcareer Course management training package and in the Senior Seminar. Once administrative problems associated with the Agency's assumption of responsibility for the Center are settled, we very likely will be able to offer in-depth training in this field to Agency personnel who need it.

3. Finally, with regard to the question of sanctions, the Office of Training will make every effort possible to accommodate officers who require appropriate management training at the several levels of executive development. We do believe, however, that until operating needs at various managerial levels in the Agency are more clearly defined than at present, and until training packages can be fully developed and validated in relation to established needs, the imposition of sanctions is not advisable. Exposure of officers to management theories and techniques will not automatically satisfy the particular needs of the Agency; we have to be sure which ones are relevant and that we are offering the right training to meet the need before resorting to sanctions. I would suggest, therefore, that an orderly approach to the problem would include the following steps:

a. First, an analysis of the Agency's management needs, with strong guidance from the top to resolve the considerable disparities of view among directorates and offices as to who needs management training, how much, of what kind, and at what stage.

b. Translation of this analysis into action with respect both to devising appropriate training and to developing a workable method of career planning.

c. Application of sanctions not to the individual employee but to the filling of identified management positions (beginning, in my view, at the level of branch chief). That is to say that it would probably be both unfair and unworkable to make promotions contingent upon fulfilling certain criteria such as satisfactory completion of certain courses. Not all our rising employees are managers, or want to be, or should be. But it ought to be possible to make appointment to certain jobs

~~CONFIDENTIAL~~

contingent upon fulfilling such criteria. Any such system would require very thorough policing, both within the directorates and from above, and we would all have to feel our way slowly and carefully over the new ground we would then be traversing.

25X1



*[Signature]* HUGH T. CUNNINGHAM

Director of Training

~~CONFIDENTIAL~~